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a chapter on "Naturalness and Heightened Effects," and another on "Economy and Retention of Interest." None of these has peculiar value. It is pleasant, however, occasionally to run upon sentences that suggest the author's intimacy with the stage. His brief remarks about the value of music, of noise and commotion—matters never well treated—make one feel that he has made the mistake of choosing his neighbor's field in which to do his plowing. His own ground has a virgin richness ready for tilling. We have not yet, for instance, a worthy discussion of acting.

BALLOU

Elements of General Science. By OTIS W. CALDWELL, Head of the Department of Natural Science, and WILLIAM LEWIS EIKENBERRY, Instructor in the University High School, School of Education, University of Chicago. Boston: Ginn & Co., 1914. Pp. xix+308, illustrated, \$1.00.

The foregoing book, which is an outgrowth of the experience during a period of six years with boys and girls in the first year of the high school, is a real contribution of the problem of general science teaching, at the present time—justly so—strongly advocated. The book is thoroughly teachable. For the young and inexperienced science teacher it is a guide which can be followed safely. For the experienced and resourceful teacher it is a suggestive outline open to modifications dictated by local conditions. The subject-matter is well selected, and the aim of the authors to unify such heterogeneous material as is offered by the various sciences and to establish coherence and progression in the various parts is successfully carried out. The final and culminating chapter enables the young student to understand his place in nature and shows him how self-education leads to the improvement of the race.

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School Costs and School Accounting. By J. HOWARD HUTCHINSON. Teachers College, Columbia University, Contributions to Education, No. 62. New York: Teachers College, 1914.

The study is divided into three parts. Part I, after indicating briefly the purposes of school accounting in general, presents an investigation into the methods employed by twenty city-school systems in Massachusetts, Connecticut, New York, and New Jersey. The investigation shows that in no city are the accounts handled in a way that will permit the determination of unit costs for the different kinds of services. This indicates that educational accounting, even in some of the most progressive eastern cities, is yet in a rather rudimentary state of development. The author points out the various defects in the accounting systems which prevent the use of the figures there given

for administrative purposes. Part II presents a description of the various documents employed in school accounting, such as requisitions, purchase orders, pay rolls, vouchers, the various ledgers, financial statements, etc., and explains the uses of each. These are descriptions of documents actually employed in certain of these twenty cities. Part III recommends in detail a complete system for school accounting. The items that should be found upon each of the various financial accounting documents are listed and sample forms are presented. The system recommended ought to secure the careful study of all educational administrators.

School Health Administration. By LOUIS W. RAPEER. New York: Teachers College, Columbia University, 1913. Pp. 360. \$2.15.

This volume presents the results of a personal investigation on the part of the author into school-health problems and school-health agencies in twenty-five cities selected from forty actually visited in the course of the study. The study deals chiefly with medical inspection and supervision. Certain other phases are also treated; school sanitation, physical education, the teaching of hygiene in the public schools, and the hygiene of instruction.

The introductory section presents a summary of the study and of the findings as an aid to initial orientation on the part of the reader. Part I deals with the "National School Health Problem and How It Is Being Met." This is shown by the best available mortality and morbidity statistics, the results of medical examination of schools, insurance statistics, and many special investigations of the relation of health to school progress and economy of time in education. The inadequacy of our national-health care is well indicated by the figures presented.

Part II presents the detailed investigation into conditions and agencies in the twenty-five cities selected for the study. It appears to be the most elaborate study of this type that has been presented. The author discusses the nature of the organization in the different cities and points out favorable and unfavorable features. In elaborate statistical tables he exhibits the prevalence of the various defects and ailments in the cities studied.

The last section of the book, nearly seventy pages in length, develops a tentative standard plan for the administration of this health work, especially medical inspection, with necessary blank forms such as health-record cards, reports of physicians, nurses, etc. The plan suggested is worthy of careful study.

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